WELCOME! Bienvenidos!

QSLA: Dual Language Learner Initiative Virtual Launch

Hola Amigo!
Thank You to Our Friends

FIRST5 CALIFORNIA

first 5 la
Giving kids the best start

Los Angeles County Office of Education

CHILD CARE ALLIANCE LOS ANGELES

Child360
Housekeeping

• Spanish
  Interpretation/
  Interpretación en español

• Q & A box

• We are recording!
Agenda

Welcome and Overview
- Keesha Woods, Executive Director
  LACOE: Head Start & Early Learning Division

Dual Language Learners Initiative – Partner Agency Overviews
- Dawn Kurtz, Chief Research Officer, Child 360
- Fiona Stewart, Program Director, Child Care Alliance of Los Angeles
- Jacqueline Lopez, Coordinator, Los Angeles County Office of Education

Introduction of Keynote
- Gina Rodriguez, First 5 LA – DLL Project Manager

Keynote Presentation
- Dr. Marlene Zepeda, First 5 LA Commissioner

Q & A

Closing
Welcome and Overview

The young children of Los Angeles County reflect the ethnic, cultural and linguistic diversity of our nation. Through respect and understanding, we celebrate dual language learners and value the strength they embody and bring to others.
Infant and Toddler Teacher Trainings
Two virtual instructor-led trainings coming in late Fall (English & Spanish); Self-paced courses available online in January 2022

Director’s Institute
Three-part series for directors/administrators on best practices (aligned with teacher training curriculum) offered February – April 2022

Dual Language Learner’s Initiative Evaluation
Evaluation will track outcomes, successes and lessons learned through formative, process, and summative approaches

Public Awareness Campaign
Digital TV campaign to reach 1 million impressions; Books and other resources distributed through community-based organizations
Family Engagement Activities

- **Family Workshop Series**
  - 3 Part Series, 1 hour each
- Families/Caregivers of Dual Language Learners
- English, Spanish, Mandarin
- Bilingual/Monolingual books for all participating families

- **Module 1**: Myths vs. Facts of Multilingualism
- **Module 2**: Best Practices for Supporting Young Dual Language Learners at Home
- **Module 3**: Advocating For Your Young Dual Language Learner
Train the Trainer Opportunities

All Train the Trainers:
• Available in English, Spanish, and Mandarin
• Include books for families of participating programs

• Family Workshop Series (Center-based)
  Learn how to offer the Family Workshop series at early learning programs

• Family Workshop Resources (Family Child Care)
  Learn how to effectively share DLL Resources with Families

• Communities of Practice-FCC and Center-based
  After attending trainings, share ideas with colleagues about implementing Family Workshop Series and Resources with families
Keynote Presenter

Dr. Marlene Zepeda
First 5, LA Board Commissioner

Professor Emeritus in the Department of Child and Family Studies at California State University, Los Angeles
LA County Office of Education

DLL Teacher Trainings
10 modules in English and Spanish
Live Zoom Sessions - Starting October 2021

Module 1: Introduction
Module 2: Culture, Language & Identity
Module 3: Play
Module 4: Nurturing Environments
Module 5: Supporting Phonological Awareness for DLLs

Module 6: Family Literacy Practices
Module 7: Math
Module 8: Science
Module 9: Celebrating Cultures through the Arts
Module 10: Putting It All Together – Project Based Learning
Continue...

- **DLL Preschool - Kindergarten Joint Teacher Training**
  January through June 2022

- **DLL Communities of Practice**
  (Cohorts in English and Spanish) – Start October 2021

- **DLL Train-the-Trainers Series**
  (Series in English and Spanish) - April-June 2022

To register go to:
https://qualitystartla.org/dual-language-learner-initiative/
Why Focus on Young Dual Language Learners: Kick Off Event for LACOE DLL Pilot

Marlene Zepeda, Ph.D.
Professor, Emeritus
California State University, Los Angeles
Presentation Topics

• Reasons for understanding and focusing on how best to serve Dual Language Learners and their families.

• The importance of language and culture for the developing child

• Partnerships and Engagement with Families

• General Teaching Strategies
There are Different Terms Used: Why?

Children who are Dual Language Learners acquire two or more languages simultaneously, and/or are children learning a second language while continuing to develop their first language.

means a child who does not speak English or whose native language is not English and who is not currently able to perform ordinary classroom work in English.
What Are Statistics Telling us about the Presence of Dual Language Learners/English Language Learners in California?

1.148 million in K-12; 69% in the elementary grades

25% of LA Unified School District

28% of children attending Head Start Programs

60% of California children birth to age 5
Diversity and Location of English Learners in California

- California Depart of Ed collects data on 75 language groups across the state.
- The vast majority speak Spanish (81.4%) followed by Vietnamese (2.16%), Mandarin (1.93%) and Arabic (1.53%).
- 100 Native American Tribes with efforts to revitalize some of the languages.
Policy Climate

The LEARN Initiative

Global California 2030

California English Learner ROADMAP
Babies are born citizens of the world

- Capable of learning any language that they hear
- Early in life babies can hear differences in the sounds (consonants/vowels) used in any language.
- At about 6 months of age, babies begin to lose the ability to distinguish sounds that are NOT used in the language that they hear

Dr. Patricia Kuhl, University of Washington
Is the Bilingual Brain Different from the Monolingual Brain?

Bilingual brain is dependent upon the quantity and quality of language exposure.

Exposure to two languages will shape the brain differently when compared to the monolingual brain.

- selected attention to the rhythm and sounds
- may rely on visual cues to separate the language sounds
- increased ability to focus attention
Timing for Learning a second or third language

- Is there a critical or sensitive period for learning a second language?

Figure 2

Language Exhibits a "Critical Period"

<table>
<thead>
<tr>
<th>Grammatical Proficiency</th>
<th>Age of Acquisition of a Second Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>High</td>
<td>17-39</td>
</tr>
<tr>
<td></td>
<td>11-15</td>
</tr>
<tr>
<td></td>
<td>8-10</td>
</tr>
<tr>
<td></td>
<td>3-7</td>
</tr>
<tr>
<td>Low</td>
<td>Native</td>
</tr>
</tbody>
</table>

The relationship between age of acquisition of a second language and language skill (adapted from Johnson and Newport, 1989).
Developmental Milestones are Similar in Monolinguals and Bilinguals

**Canonical babbling:** between 6-10 months

**Production of first words:** 10 to 14 months

**50 Word Mark:** by 24 months, but not always in both languages

**Combinatorial Speech:** by 24 months, but might not do so in both languages at the same time, or might mix words from both languages into single utterance
Being Bilingual Rewires your Brain

Both languages are active in the brain at all times
How long does it take to learn a second language?
(from López & Páez, 2021)

Knowledge of a first language can support learning a second language

Social Language
It takes children 3-5 years to learn social aspects of a language. Some children will begin speaking a new language immediately but it will take them several years to become proficient. It is important to continue building the first language.

Academic Language
It takes children 5-7 years to develop enough academic English to engage in and participate in a school curriculum.

First Language as the Foundation
A strong foundation in one language can help in the development of a second language.
**Bilingual Development**

*Simultaneous*
child is exposed to two languages from birth

*Successive/Sequential*
child is exposed to one language prior to entering an early learning setting where they are exposed to English

*Receptive Bilingual*
Child has age-appropriate level of proficiency in one language but can only understand in the other language.
Interdependence Hypothesis

Strong first language development forms the basis for the development of a second language.
Interdependence in Concept Development

Red Circle

circulo
rojo

vòng tròn
do

 دائرة
حمراء

红圈
Code Switching, Language Mixing, Translanguaging
Benefits of Bilingualism

• Cognitive flexibility
• Strengthened sense of identity
• Enhanced awareness of cultural diversity
• Improved economic opportunities
• Reduced incidence of dementia and Alzheimer’s in old age
A language is not just about words. It’s a culture, a tradition, a unification of a community, a whole history that creates what a community is. It’s all embodied in a language.

Un idioma no se trata solo de palabras. Es una cultura, una tradición, una unificación de una comunidad, toda una historia que crea lo que es una comunidad. Todo está mostrado en un idioma.

(Noam Chomsky)
What is Culture?

Dress
Art
Holidays
Language
Architecture

Literature
Laws
Food
Etiquette
Hereos

Values
Ethics

Traditions
Customs

Beliefs
Morals

Philosophy
Meaning of life
Through Language Children Learn about Their Culture

- Socialization through language
- Socialization to use language*
- Children acquire unspoken knowledge of principles of social order and systems of beliefs through interactions where language is used
LANGUAGE LOSS
STORY OF LANGUAGE LOSS
Reasons for Language Loss

- A belief that maintaining your first language can slow down cognitive growth
- A child will learn English faster by only focusing on English and not their home language
- A particular language is viewed as inferior to the majority language
- Language policy emphasizes the majority language
- Personal decision by parent or individual themselves
How quickly can a young child lose their home language?

- Language Attrition – it is easier for young children to lose home language than it is for adults.

- Depends on a multitude of factors:
  - Exposure
  - Use
  - Motivation
  - Community/societal context
Ethnic identity is a complex and possibly ever-changing sense of self. Ethnic identity refers to a person’s commitment towards and feelings of belonging to an ethnic group and is influenced by individual differences and contextual constraints (Phinney, 1996).

Ethno-linguistic identity – when language plays an important role in defining cultural or ethnic identity; a subjective feeling of belonging to a particular ethno-linguistic group where the language spoken is an important characteristic.
The Looking Glass Self

• How parents assist children in forming a personal narrative, communicated through language, about themselves.

• Nelson (2003) has posited the concept of the “social-cultural-linguistic” self as developing between the ages of 2 and 5. According to Nelson, the “cultural” self is shaped through social and language interaction that reflects cultural values and beliefs.
Each child in the preschool group is making a book called “All About ME”. The teacher asks each child to say what is special about himself or herself. The teacher writes the comment, and the child draws a picture to go along with the words. One boy responds to the question with examples about other people: his brother is very good at soccer and his father is very good at cooking. The teacher keeps asking the child to describe qualities about himself, prompting him: “This is about you. Are you smart? Yes, of course you are smart, so let’s say you are special because you are smart.” In the end, the boy’s book contains drawings with dictated sentences such as “I’m am special because I am strong; and I am special because I’m smart, and I am special because I’m handsome.”

When Luis’ mother sees the book, she looks distressed instead of delighted the way the teacher thought should.
I am my language

“Ethnic identity is a twin to linguistic identity”

Gloria Anzaldúa
Q & A
Families are Essential

- Primary Socializing Agents
- Sources of Strengths and Assets
- Key Informants about their child
- Important to understand the communities and contexts in which families reside
- Responsibility of educators to reach out to families
What do you know about the neighborhoods in which children and families live?

- The physical environment
- The resources available
- Neighborhood community cohesion
What are parents’ priorities for their children’s development?

Goals and aspirations

Beliefs about child growth and development

Traditions/Rituals
Funds of Knowledge

The recognition that families possess strengths and assets that benefit their children.
How can we learn from families about their children?

Family Interview*

1. Languages spoken
2. Interests of the child
3. Family activities (things they like to do together)
4. Hopes and aspirations for child
5. Parental hobbies/skills

*Developed by L. Espinosa; find in Toolkit for Implementing the Language Learning Project
A Culture of Belonging

Your Home Language Is Welcome Here

Hello!

Chào!

¡Hola!
Family Portraits
The **FAMILY BOARD** displays the theme, storybook, songs, chants, and words for families to share and discuss with their children in their home language.
Communicate with Families Frequently

• Drop off and pick up times
• Parent Information Board/Texts/Emails
• Formal Parent Meetings/Individual Conferences
• Open House
• Home Visits
• Use Interpreters/Translators when needed
Families!
Speaking and interacting with your children in your native language is one of the best ways to develop bilingualism

Use everyday routines as opportunities for language interaction (e.g., dressing, eating, walking/driving to school, etc.)

Listen to native language TV and radio programs together and talk about what you see.

Talk about your favorite memories growing up

Talk about your children’s interests/hobbies with them.

Teach your children songs, poems, dances, from your culture

Cook special foods together from your culture

TALK, TALK, TALK!!
Bilingual Education from a Parent’s Perspective

Bilingualism: Through the Eyes of Families

MARCELA GALVÁN
Madre / Mother

doesn't understand much Spanish.
Is Good Quality Good Enough for DLLs?
Universal vs. Culturally and Linguistically Appropriate Practice

What “Quality” Early Care Means:

- Low teacher to child ratios and small group sizes
- Age appropriate learning activities
- Engaging and safe learning environments
- Activities that support physical, social, and emotional growth
- Qualified staff with professional development opportunities
Defining Quality

Does a Rising Tide Lift all Boats?

Cultural and Linguistic Differences = modifications, adaptations, and different approaches that are particularly effective for DLLs
Let’s Look Under the Hood

What are your program’s goals for language development?

What is your capacity to speak the target language of the children?

How well do you understand first and second language development in young children?

What resources and supports do you have?
General Language Approaches/Models*

Balanced English and Home Language Development Approach

- Programs can serve both native English speakers and children who primarily speak another home language.
- Intended to maintain and develop the home language while also promoting English language development.

English Language Development with Home Language Support

- Programs serve children whose home languages are not English.
- Use the home language to scaffold learning opportunities to increase English proficiency.

Total English Immersion is not Recommended

California Preschool Guidelines, p. 80
What if I don’t speak the child’s home language?

- The majority of early care and learning educators do not/will not know all the home languages of the children.

- Monolingual English-speaking educators can be effective with young Dual Language Learners.

- One of the most important educator attributes is not what languages you speak or the color of your skin, but the ”color of your ideology” (Cristina Alfaro, CSU, San Diego)
The importance of Beliefs

Children are capable of successfully learning multiple languages.

Both quality and quantity of input are important.

Knowledge of L1 supports L2

Linguistic, cognitive and cultural benefits can be gained.

Unless you believe it in your bones, that having a second language in addition to English is a gift and not a disadvantage, and that diversity is a resource and not a problem to be solved, you are likely to respond to DLL children in ways that discourage use of their home language---especially if you are not fluent in the child’s language.

L. M. Espinosa
General Teaching Strategies

• Support Vocabulary Development
• Label Objects in the languages of the children
• Create opportunities for extended conversation
• Incorporate activities for small groups and individuals
• Offer a wide variety of activities
Video Clip - Supporting Dual Language Learners

The California Preschool Program Guidelines
Their Destiny is our Future
Last Words / End
Thank you for joining us today!

Register to upcoming DLL Trainings at QSLA Dual Language Learner Initiative website: https://qualitystartla.org/dual-language-learner-initiative/